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ABSTRACT

This document contains (1) a bibliography of precollege psychology textbooks; (2) a newsletter and historical correspondence of the National Council for the Social Studies (NCSS) Special Interest Group (SIG) of Psychology Educators; and (3) the tabular results of a comparative study of high school psychology teachers certified in social studies, in guidance counseling, and in all other areas. The bibliography cites textbooks which are intended for use in high school level psychology courses. Provided for each title is complete bibliographic information and the contact person in the respective publishing company. The second part of the document contains a sample of the NCSS/SIG of Psychology Educators Newsletter and some correspondence of that group. Included also is a membership participation survey, the preliminary results of a questionnaire survey regarding the status of pre-college sociology, and descriptions of the various 1980 NCSS sessions dealing with psychology. The third part of the document briefly describes the results and methodology of a comparative study and contains all the tabular results. The data analysis revealed that psychology as a separate course of study for credit was taught in 331 of the 554 Illinois secondary schools responding to the questionnaire. One of the major goals of the study was to determine if the certification areas of the teachers would translate into different approaches to the courses. The study shows that all of the teachers used the same teaching methods. (Author/RM)

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HIGH SCHOOL PSYCHOLOGY:

BIBLIOGRAPHY, NEWSLETTERS, FACTS AND FIGURES

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Materials related to the National Council for the Social Studies Special Interest Group (SIG): Psychology, particularly in connection with SIG: Psychology sessions during the 1980 NCSS annual meeting in New Orleans, November 27, 1980.

ABSTRACT

This set of materials include: (a) the most current bibliography on the major suppliers of text meterials for the precollege psychology market; (b) a collection of newsletters and historical correspondence related to the NCSS SIG: Psychology Educators from 1977-1980; and (c) tabular results of a comparative study of high school psychology teachers certified in the social studies, in Guidance Counseling, and in all other areas. Many of these materials were distributed at the SIG: Psychology Educators annual meeting in New Orleans on November 27, 1980.

BIBLIOGRAPHY

TEXTBOOKS FOR USE IN TEACHING HIGH SCHOOL PSYCHOLOGY*

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* Prepared for presentations to members of the National Council for the Social Studies Special Interest Group: Psychology at the NCSS annual meeting in New Orleans, November 27, 1980.

November, 1980

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The following is a list of textbooks which have either been written specifically or are being promoted for use in high school level psychology courses. I have made every effort to obtain the latest information available about the texts identified by the various publishing companies. Listed with the titles is (as was possible to obtain) the contact person in the respective publishing company should teachers not be able to acquire information from local or state sales representatives. With few exceptions, I talked personally with the individuals mentioned. These entries then provide as much information about each text as was available up to mid-November, 1980.**

In preparing this list for circulation to teachers and curriculum planners, I sought to make available information which would be descriptive and helpful. It is hoped that this list will accomplish those goals. Subsequently, you are (and have been) invited to contact these persons and companies concerning their respective texts for specific additional information and/or serious consideration for adoption purposes. You will find that their responses to sincere requests to be both generous and rapid. At the same time, abuses of this bibliography will ultimately restrict the examination copy policies of many companies as well as raise the prices of the texts themselves. You are encouraged to use these references as the publishers and author intended as they worked to make this information available to you.

Borrowed from the American Psychological Association, I have used codes IM, TF, SG, and SW to refer to materials that accompany each text. They translate as follows: IM--Instructor's Manual; TF--Test-Item File; SG--Study Guide; SW--Student Workbook.

****

Annual Editions. (Separate volumes are available on: Abnormal Psychology, Human Development, Human Sexuality, Psychology, Personal Growth and Adjustment, and other topics), 1980/81, approximately 250 pages each volume.

CONTACT:
Susan D. Haran, Promotion Coordinator
The Dushkin Publishing Group, Inc.
Sluice Dock
Guilford, Connecticut 06437
(800-243-6532)

Current Life Studies. (A September-May monthly student-oriented magazine)

CONTACT:
Peggy Mucklo
Curriculum Innovations, Inc.
3500 Western Avenue
Highland Park, IL 60035
(800-323-5471)

Experiencing Psychology. R. A. Goodale and S. E. Harrison. 1978, 767 pages. IM,SW

CONTACT:
Jim Lundberg, National Marketing Manager
SRA (Science Research Associates)
259 East Erie St.
Chicago, Illinois 60611
(1-800-621-0664 Ext. 2469)

Fundamentals of Psychology.(2nd Ed.). Audrey Habor & Richard P. Runyon. 1978, 515 pages. IM, SW, PSI IM, SW
Introduction to Psychology. Jonathan L. Freedman, 1978, 615 pages. IM, SW
The People Book: Transactional Analysis for Students. James-Jongeward, 1975. IM
Influencing Attitudes and Changing Behavior.(2nd Ed.) Philip Zimbardo et al.,1977.

CONTACT:
Ted Anspaugh
Secondary School Product Manager
Addison-Wesley Publishing Company
1843 Hicks Road
Rolling Meadows, IL 60008
(312-359-9675)

** Getting It Together: A Psychology Book for Today's Problems. Phyllis A. Harrison, 1973, 176 pages.

CONTACT:
Bill Moore
Assistant Sales Manger
Globe Book Company
50 West 23rd Street
New York, NY 10010
(800-221-7994)

** Here's Psychology. D. Watson, 1977, 422 pages. IM, TF.

CONTACT:
Ginn and Company
P. O. Box 2649
Columbus, Ohio 43216
(800-848-9500)

** Introduction to the Behavioral Sciences John H. Sandberg. 1975, 312 pages,IM, and evaluation component (note: out of print)

CONTACT:
John Harre
High School Sales
Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017 (212-688-9100)

Invitation to Psychology. Rachel G. Ragland & Burt Saxon. 1981, 534 pages.

CONTACT:
Mary Ann Rodgers
Product Manager, Social Studies
Scott, Foresman and Company
1900 East Lake
Glenview, IL 60025 (312-729-3000)

** No longer being actively proposed for the high school market by these respective publishers.

** Living Psychology: Research in Action (2nd Ed.) G. L. Hershey & J. O. Lugo, 1976, 580 pages, IM, SW.

CONTACT:
School Division/Marketing
MacMillan Publishing Co.
866 Third Avenue
New York, NY 10022 (609-461-6500)

*** Psychology: An Individualized Course. (Student materials in textbook and/or individual module form). 3rd Ed. Richard L. Morgan. 1977, 462 pages. IM.

CONTACT:
Ben Bean
College Sales Coordinator
Cambridge Book Company
888 Seventh Avenue
New York, NY (800-221-4764)

Psychology: Exploring Behavior. Richard A. Kasschau, 1980, 576 pages, IM, SW.

CONTACT:
Jane Antoun
Product Manager
Educational Products-Books Division
Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632 (201-592-2509)

Psychology for Living. G. A. Forehand et al., 1977, 447 pages, IM, SW, TF.

CONTACT:
Judy DeFuncq, Director of Marketing Services
Webster/McGraw Hill Book Company
1221 Avenue of the Americas
New York, NY 10020 (415-897-5298)

** Psychology for You. Sol Gordon, 1978, 512 pages.

CONTACT:
Bill Dinger
Sales Management Dept.
Sadlier-Oxford
11 Park Place
New York, NY (800-221-5175)

Psychology: Its Principles and Applications. (7th Ed.) T. L. Engle and Louis Snellgrove. 1979, 444 pages, IM, SW.
Human Psychology: Development, Learning, Social Interaction. Deanna Kuhn et al. 1975, 574 pages.

CONTACT:
Pam Acheson
Head, School Promotion
Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017 (212-888-3891)

Psychology of Modern Life. James O. Whittaker. 1976, 436 pages.
Simple Experiments in Psychology: A Laboratory Manual. Wilbert W. Ray, 1973.

CONTACT:
Human Sciences Press
72 Fifth Avenue
New York, NY 10011

** (See footnote on previous page)
*** (Author has taken back copyright; materials are no longer available).

Psychology Today and Tomorrow. E. B. McNeil, G. D. Fuller, and J. Estrada, 1978, 466 pages, SW, IM.

CONTACT:
Margaret C. Moran, Senior Editor
Social Studies
Harper & Row, Publishers
East Washington Square
Philadelphia, PA 19105 (215-574-4200)

The Search for Self. Joseph Simons, 1980, 384 pages.
Psychology: An Introduction. Paul Mussen et al., 1979, 506 pages, IM, SW.

CONTACT:
High School Product Manager
D. C. Heath
125 Spring Street
Lexington, MA 02173

Understanding Ourselves and Others. N. Tallent and C. I. Spungin, 1977, 518 pages, IM.

CONTACT:
Darrell Mobley, Sales Manager
American Book Company
7625 Empire Drive
Florence, KY 41042 (1-800-354-9815)

Understanding Psychology. (3rd Ed.), 1981, Approx. 500 pages, IM, SW.
Psychology Today. (various books in this series).

CONTACT:
Bill Fogerty
Manager, High School Sales
Random House, Inc.
3395 Northeast Expressway
Atlanta, Georgia 30341 (800-241-9489)

** Your Self: An Introduction to Psychology. M. S. Grace, P. T. Nicholson, & D. R. Lipsitt, 1976, 781 pages (paper and cloth).

CONTACT:
Marketing Manager
Hart Publishing Company, Inc.
15 West 4th St.
New York, NY 10012 (212-260-2430)

REFERENCES

Psychology Teacher's Resource Book: First Course. APA, 1979, 209 pages (Also other sources related to the teaching of high school psychology)

CONTACT:
Kathleen Lowman
Educational Affairs Office
American Psychological Association
1200 Seventeenth Street, N.W.
Washington, D.C. 20036 (202-833-7600)

Source Book on the Teaching of Psychology. (A series of course outlines and bibliographic references). 2 Volumes available, 300 pages.

CONTACT:
The Scholars Press, Ltd.
P. O. Box 7231
Roanoke, VA 24019

NEWSLETTERS AND HISTORICAL CORRESPONDENCE

OF THE

SPECIAL INTEREST GROUP: PSYCHOLOGY EDUCATORS

OF THE

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

(1977-1980)

Newsletter of the National Council for The Social Studies
Special Interest Group: Psychology

October 1, 1980

Dear NCSS SIG: Psychology Member:

This package of materials has been put together to: (a) inform you about the NCSS Annual Meeting in New Orleans, especially of the several sessions on teaching Psychology which are included on the program, (b) obtain information about our membership, especially what our members are doing in relation to their teaching Psychology in the secondary school, and (c) obtain information about possible future directions, programs, and activities of the SIG: Psychology as an organization. I sincerely urge you to study these materials, return by mail the two question forms, and attend our sessions in New Orleans.

The NCSS Annual meeting information has been included. The Hilton Hotel is already filled, so rooms are now available at the Marriot Downtown (two blocks from the Hilton) for the same rates as the Hilton. Mail your hotel reservations along with your Advanced Registration fees directly to the NCSS Central Office in Washington. Please do both as soon as possible. See the gold sheet for more details on the meeting and the pink forms for reservations and registration.

Enclosed is a rather lengthy questionnaire survey form which would provide the SIG with information about our membership, especially about the kinds of courses they teach. This would allow the SIG offices to better outline programs and sessions to meet the specific needs of the membership. Please take a few minutes to fill out the form and mail it in the return self-addressed envelope. A summary of the questionnaire received before mid-November will be reported to the SIG members present in New Orleans on November 27th. A summary of all questionnaires received will be mailed to all members about February 1.

Also to be studied, marked, and returned is a sheet asking for specific comments from you as to activities, programs and other services the SIG as an organization should develop and/or provide its membership. Please pay special attention to the section about your participation in the SIG. The blue sheet should be returned in the self-addressed envelope along with your questionnaire.

As the new decade begins, it is hoped that SIG: Psychology will move more systematically and positively into activities designed to help teachers and curriculum leaders improve the teaching of Psychology to high school students. The SIG needs your active participation as well as your interest and support. At this time, your own individual

response to the items included in this packet will signify how active our membership is and wants to become in the months and years ahead.

Bob Stahl
SIG: Psychology Newsletter Editor (1980)
SIG: Psychology Program Chairperson (1980)

Should you have any items of interest or news for the next newsletter, comments or questions concerning the materials in this packet, or questions about the NCSS meeting in New Orleans, please contact:

Bob Stahl
Assistant Professor of Secondary Education
Arizona State University
Tempe, AZ 85281 (602-965-7101)

Membership Participation Survey

National Council for the Social Studies Special Interest Group: Psychology

The purpose of this survey is to identify the kinds of activities, programs and services the SIG membership wants the organization to provide to/for them. It also seeks information about the degree and amount of active participation the membership will provide in order for the SIG to accomplish its mission(s).

1. There are a number of activities, programs, and services the SIG could provide its membership. Below are listed several items. Please rank order the three(3) you consider to be most important as the ones you most want the SIG to provide to you in 1980-82:

   _____ sessions at the NCSS annual meeting (in Detriot, November, 1981)
   _____ sessions at the NCSS regional meeting
   _____ a quarterly newsletter
   _____ copies of curriculum materials used by other psychology teachers
   _____ other _____

2. If you indicated a newsletter above, what specific types of information should this newsletter contain? _____

3. One way to get information about new naterials in Psychology to our members is to make our mailing list available to commercial publishers and other groups interested in this curriculum area. Are you in favor of the SIG: Psychology membership mailing list being made available for such purposes?

   _____ yes _____ no

   (If a majority votes in favor of the policy, the SIG shall make available its mailing list for these purposes.)

4. In order for the SIG to accomplish its tasks, active membership participation is essential. Below is a list of possible activities for our members. Please indicate with a check(✓) your response:

   _____ a) serve on a Committee of the SIG
   _____ b) serve as a Chairperson of a SIG Committee

Possible Committees	Member	Chair
Membership	____	____
Program	____	____
Newsletter	____	____
Special Publications	____	____
Regional Meetings	____	____
Nominations	____	____

   _____ c) serve as an officer of the SIG

   ____ a) Chairperson ____ b) Secretary - Treasurer
   ____ c) Vice-Chairperson ____ d) Newsletter Editor

_____ d) contribute items of interest to the newsletter
_____ e) contribute sample of activities you've developed for distribution to other SIG members
_____ f) serve as a presenter at a SIG session on an NCSS national or regional meeting program
_____ g) would serve as presenter if someone else coordinates the session and writes the proposal for me to get on the program
_____ h) would serve as discussant or reactor to a session, but not as a presentor
_____ i) would serve to coordinate regional or state activities to promote the teaching of psychology in the high school
_____ j) am not interested in being active other than pay dues
_____ k) other (please specify) _____
_____
_____

5. I plan to attend the NCSS national meeting in:
_____ New Orleans, November, 1980
_____ Detroit, November, 1981
_____ Your NCSS Regional in 1980/81 (What city? _____)
_____ Your state CSS meeting in 1980/81 (state: _____)

6. Keep in mind that the SIG is not interested in our past performance(s), rather we are concerned with our present and future. Please provide other comments or suggestions to help your SIG better serve you:

NAME _____ POSITION _____

SCHOOL _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____ PHONE ( ) _____

PLEASE RETURN THIS FORM IN ENVELOPE PROVIDED

PRELIMINARY REPORT OF QUESTIONNAIRE

SURVEY TO NCSS SIG: PSYCHOLOGY MEMBERSHIP

RELATIVE TO THE STATUS OF PRE-COLLEGE PSYCHOLOGY

Prepared by:

ROBERT J. STAHL and PAMELA HROMEK

Department of Secondary Education
Arizona State University
Tempe, AZ 85281

In early October, 1980, a questionnaire survey was mailed to 211 persons listed on the SIG membership lists as well as to others involved in the teaching of psychology on the precollege level. As of November 21, 52 teachers returned questionnaires while 16 others were returned by the Post Office as "non-deliverable". The data below represent a summary of the responses as of November 21st.

(HANDOUT AT NEW ORLEANS MEETING)

1. The grades included in the school: 5 7-12 47 9-12

2. Indicate the appropriate classification of your school:

45 a) Public 0 b) Private (non-religious) 1 c) Private (religious)
4 d) Parochial (Catholic) 0 e) Other (specify)_____

3. Indicate the size of your school's enrollment (grades 9 and above):

1 less than 150 1 150 to 350 1 351 to 500
9 501 to 1,000 17 1,001 to 1,500 18 1,501 to 3,000
3 more than 3,000

4. What is the closest approximate ratio of whites to blacks in your school?

32 a) 95%white/5%black 10 b) 80%/20% 2 c) 65%/35%
1 d) 50%/50% 0 e) 35%/65% 1 f) 20%/80%

5. Indicate the most appropriate description of the area which your school serves:

12 a) Urban 9 b) Rural 26 c) Suburban 1 d) Inner City

6. If psychological content is included as a portion of any course in your school's curriculum, indicate the course(s) which includes it:

11 a) Contemporary Issues 27 e) Child Development
10 b) Senior Social Studies 32 f) Sociology
0 c) Problems of Democracy 15 g) Home Economics
16 d) Family Life/Marriage & the Family — h) Other (specify)_____

7. Is Psychology taught as a separate course for credit in your school? 46 a) Yes — b) No

8. Do you teach the separate course(s) in Psychology in your school? 44 a) Yes 2 b) No

9. Is there an Advanced Psychology or Psychology II course offered at your school? 12 a) Yes 36 b) No

10. Is the Psychology course an elective or required course? 48 a) Elective 1 b) Required

1 – 5
2 – 16
3 – 13
4 – 4
5 – 4

11. How many sections of Psychology do you teach each day? ___ sections

12. Does your course tend to be "Behavioristic" or "Humanistic" in its approach?
6 a) Behavioristic 24 b) Humanistic 12 Eclectic

13. Indicate the length of time the Psychology course is offered as a separate course of study at your school:
0 a) No Psychology course is taught 1 b) six weeks 4 c) nine weeks
21 d) one semester/½ year 18 e) a full year course — f) Other (Specify) _____

14. How many students took Psychology as a course of study last year at your school? 7,757 students

15. How many students took or are currently enrolled in Psychology courses this year at your school? 6,872 students.

16. Please indicate the sex of the majority of students in your Psychology classes:
42 a) Female 3 b) Male 5 About even

17. What is the closest approximate ratio of whites to blacks in your Psychology classes?
44 a) 95%white/5%black 3 b) 80%/20% 0 c) 65%/35%
0 d) 50%/50% 1 e) 35%/65% 2 f) 20%/80%

18. What grade level(s) of students are eligible to take the Psychology course?
0 a) 9th grade 1 b) 10th grade 0 c) 11th grade 18 d) 12th grade
5 e) 10-12th grades 24 f) 11-12th grades 1 g) Other(specify) 7-9

19. Topics and content generally taught in Psychology courses in the secondary school are listed below. Please indicate those topics you include in your Psychology course:

F	%		F	%	
31	60	a) Intelligence	27	52	l) Heredity and Genetics
49	94	b) Personality Theory	29	56	m) Human Growth and Development
28	54	c) History of Psychology	33	44	n) The Adolescent
32	62	d) Motivation	31	60	o) Sensations and Perception
40	77	e) Emotions	29	56	p) Social Behavior
49	94	f) Mental Illness	8	15	q) Child Care
46	88	g) Mental Health	29	56	r) Marriage and the Family
22	42	h) Mental Retardation	21	40	s) Drugs, Alcoholism, etc.
6	12	i) Statistics	28	54	t) Love
45	87	j) Learning Theories	26	50	u) Parapsychology, ESP
22	42	k) The Human Body (Physiology)	39	75	v) Abnormal Behavior

20. Do you use a state-adopted textbook in teaching this course? 11 a) Yes 36 b) No

21. Below are listed several textbooks which are most often used in this course. Please indicate the text(s) you use:

F
18 a) Psychology: Its Principles and Applications (Engle and Snellgrove)
4 b) Psychology: Understanding Ourselves and Others (Tallent and Spungin)
18 c) Understanding Psychology (CRM/Random House)
0 d) Living Psychology (Hershey and Lugo)
1 e) Psychology (McKeachie and Doyle)
1 f) Introduction to the Behavioral Sciences (Sandberg and Fenton)
1 g) Psychology Today-(Text, not magazine) (CRM)
12 h) Psychology For You (Sol Gordon)
2 i) Psychology For Living (Sorenson and Malm)

1 j) Psychology: An Introduction (Prentice-Hall)
1 k) Invitation to Psychology (Ragland and Saxon/Scott, Foresman)
1 l) Psychology: Understanding Yourself (Bennecke)
1 m) The Social Animal (Aronson)
1 n) Experiencing Psychology (Goodale and Goldberg)
1 o) Psychology and Life (?)
1 p) Psychology Today and Tomorrow (Canfield/Harper and Row)

22. To what extent do you use the textbook in teaching your course?

3 a) it is never used
9 b) it is used occasionally
20 c) it is used often
11 d) it is used a great deal of the time
4 e) it is used for lack of any other relevant reading material(s)

23. What suggestions, if any, would you make to authors and publishers of psychology textbooks and supplementary reading materials in order for their books to better meet your needs?

_____

_____

24. Below are listed a number of Objectives for teaching psychology on the secondary school level. Check those Objectives which most accurately reflect the objectives you set for your Psychology course(s):

F	%	
2	4	a) to help students in their vocational planning.
42	81	b) to help develop an appreciation for Psychology as a field of scientific knowledge and inquiry.
22	42	c) to prepare students for college psychology courses.
34	65	d) to eliminate many of the misconceptions students have about psychology and psychologists.
34	65	e) to assist students in preparing for family life and family living.
21	40	f) to assist students in developing a basic philosophy of life.
42	81	g) to help students understand and deal with their personal problems.
40	77	h) to assist students in understanding the vocabulary associated with psychology.
40	77	i) to assist students in adjusting to life and solving life's problems.
51	98	j) to help students better understand and accept themselves as individuals.
22	42	k) to apply psychological knowledge to understand contemporary social problems and events.
34	65	l) to help students cope with problems associated with emerging adolescence.
—	—	m) other (specify)_____
—	—	n) other (specify)_____

25. Without looking back to the previous page, please indicate those topics that you believe should be included in high school psychology courses:

F	%	
36	69	a) Intelligence
49	94	b) Personality Theory
30	58	c) History of Psychology
41	79	d) Motivation
46	88	e) Emotions
46	88	f) Mental Illness
45	87	g) Mental Health
24	46	h) Mental Retardation
4	8	i) Statistics
45	86	j) Learning Theory
27	52	k) The Human Body (Physiology)
21	40	l) Heredity and Genetics
45	87	m) Human Growth and Development
26	50	n) The Adolescent
41	79	o) Sensation and Perception
32	62	p) Social Behavior
26	50	q) Child Care
30	58	r) Marriage and the Family
30	58	s) Drugs, Alcoholism, etc.
27	52	t) Love
32	62	u) Parapsychology, ESP
41	79	v) Abnormal Behavior
—	—	w) Other_____
—	—	x) Other_____

26. Please indicate the highest level of your college course training:

9	a) Bachelors (degree held)	9	b) Post-Bachelors
12	c) Masters (degree held)	27	d) Post-Masters
1	e) Specialist (degree held)	2	f) Doctorate (degree held)

27. Please indicate the one area of certification you are currently using in your present school position:

35	a) Social Studies/Science	1	e) Home Economics
0	b) Science	1	f) Guidance and/or Counseling
12	c) Psychology	—	g) Other (Specify) _____
1	d) Administration		

28. How many hours of college course credit have you had in Psycholgy and Educational Psychology course work? (Indicate "0" if no hours): Average: _____ semester

29. Do you feel adequately prepared to teach psychology on the secondary school level in light of your college course background in this subject area? 47 a) Yes 5 b) No

30. Do you feel a need for more materials and instructional resources to help you do a more adequate job of teaching psychology? 47 a) Yes 4 b) No

31. Would you consider using more materials, audio-visual aids, and instructional resources if they were made available for your use? 51 a) Yes 1 b) No

32. If such instructional materials were available for purchase, would you or your school have funds available to purchase these teaching aids? 36 a) Yes 16 b) No

33. Is Psychology as a course of study considered a popular course for students to take at your school? 50 a) Yes 2 b) No

34. Below are listed a number of different methods available for teaching psychology. In addition, there is a scale to indicate the frequency in which you might use each of these methods. Please indicate which methods you use and the frequency of their use.

Method	Very Freq.	Frequently	Sometimes	Rarely	Never
a) Text-and-lecture	5	9	16	5	0
b) Lecture	5	8	14	8	8
c) Teacher demonstrations	5	10	16	5	0
d) Discussion (other than review)	23	10	8	1	5
e) Student lab experiments	2	10	9	8	4
f) Small group discussions	5	9	23	2	0
g) Guest speakers	3	5	17	16	3
h) Values clarification activities	7	7	20	16	0
i) Other (Specify)_____	—	—	—	—	—

35. What type(s) of additional materials and instructional resources related to the teaching of psychology would you want to see made available for your use? (Indicate as many of these you believe you really would use or would really like to see available for your use):

F	%		F	%	
15	29	a) a different kind of textbook	18	35	j) filmstrips
17	33	b) overhead transparencies	17	33	k) simulation games
8	15	c) audio-cassette tapes	17	33	l) posters of famous psychologists
10	19	d) materials for slow learners/readers	18	35	m) values clarification activities
20	38	e) films/movies	20	38	n) student workbooks
17	33	f) a reference service for students	40	77	o) materials for classroom experiments
10	19	g) career-related pamphlets	15	29	p) a curriculum guide
20	38	h) a newsletter for teachers	24	46	q) sample psychological tests
17	33	i) list of local guest speakers who were knowledgeable in psychology	—	—	r) Other (specify) _____

36. Are you a member of the National Council for the Social Studies?
42 Yes 9 No _____ No, please sent details

37. Are you a member of the American Psychological Association's High School Affiliate Membership Program?
36 a Yes 3 b No, and not interested 17 10 c No, please send details

ANNOUNCING: NATIONAL COUNCIL FOR THE SOCIAL STUDIES SIG: PSYCHOLOGY SESSIONS

The 60th Annual Meeting of the National Council for the Social Studies will be held in New Orleans on November 25-29, 1980. Besides the usual variety of quality sessions on the program, three sessions have been arranged for SIG: Psychology membership. All of these are scheduled for Thursday, November 27.

8:00 - 9:15 A.M.	"Teaching Psychology to High School Students: Practical and Effective Methods, Materials and Strategies"
Description:	This session will emphasize helping teachers in a variety of practical skills relating to methods and strategies of teaching pwychology. Participants will also be given suggestions on how to develop and use materials and texts more effectively. Participants are invited to share their own successful techniques and strategies with others.
Presenters:	James C. Matiya, Carl Sandberg High School Orland Park, Illinois Dale Kinney, Ralston High School Omaha, Nebraska Barry Beerman, George Hewlett High School Hewlet, New York
Room:	Ascot Room, Hilton

12:00 - 1:30 P.M.	"Teaching High School Psychology: An Overview of Materials and Texts Available for the Psychology Course"
Description:	Publishers, editors, and authors of Psychology materials and texts for the high school level course will briefly highlight the strengths of their respective materials to provide teachers with an awareness of what's available to them. A dialogue between these presenters and the participants (i.e., people who use or may use these materials) will be encouraged.
Facilitator:	Barry Beerman, Hewlett, New York
Presenters:	Richard Kasschau, University of Houston (Text published by Prentice-Hall) Bill Fogerty, Random House Philip Sivek, Dushkin Publishers Natalia Zunino, Harcourt, Brace, Jovanovich Margaret C. Moran, Harper & Row (These individuals or their representatives will present)

In addition, it is expected that authors and representatives of other publishing firms will also be presenting their materials.

Room:	Ascot Room, Hilton

1:30 - 3:00 P.M.	SIG: Psychology Business Meeting
Description:	The business meeting will stress the ways the SIG can better serve the membership. Suggestions for the 1981 NCSS program for Detroit will be requested. Ways to involve more psychology teachers in the organization, activities, and programs of the SIG will be considered.
Presider:	Barry Beerman Chairperson, SIG: Psychology George Hewlett High School, Hewlett, N. Y.
Room:	Ascot Room, Hilton

3:00 - 5:00 P.M.	SIG: Psychology Hospitality Suite
Description:	A get together of SIG: Psychology members and others interested in the teaching of high school psychology. Refreshments will be available.
Room:	T.B.A. (Place will be announced at earlier SIG session)

9:00 A.M. - Noon	"Creative Mind Search"
Description:	NCSS Table Session. Table "S"
Participants:	Jim Dick, University of Nebraska Dale Kinney, Ralston High School, Omaha, NE Bob French, Ralston High School, Omaha, NE
Room:	Hilton-Napoleon Ballroom

SEE YOU AT THESE PSYCHOLOGY SESSIONS!!!!!!!!!!

PLEASE VISIT THE EXHIBIT HALL AND SEE ALL THE NEW MATERIALS AVAILABLE FOR YOUR PSYCHOLOGY COURSES!!!

YOU ARE INVITED TO ATTEND A SESSION ENTITLED:

TEACHING HIGH SCHOOL PSYCHOLOGY:
AN OVERVIEW OF MATERIALS AND TEXTBOOKS AVAILABLE
FOR THE PSYCHOLOGY COURSE.*

WHEN?: Thursday, 12:00 Noon - 1:30 P.M. WHERE: Hilton - Ascot Room

WHO???

PUBLISHING FIRM	PERSON REPRESENTING PUBLISHER
Addison-Wesley	Stuart Brewster, Director Innovative Publishing Division
Curriculum Innovations	Gordon Carlson Sales Representative
Dushkin Annual Editions	Jeremy Brenner National Sales Service Representative
Harcourt Brace Jovanovich	Erica Kanter Executive Editor, Secondary Social Sciences
Harper & Row/Lippincott	Margaret Moran, Senior Editor Social Studies
Prentice-Hall	Richard Kasschau (University of Houston), Author
Random House/CRM	Bill Fogerty Manager, High School Sales
Scott, Foresman	Landon Risteen, Vice President and Managing Editor
SRA	Richard E. Myers, Editorial Manager, High School Division
Webster/McGraw-Hill	Dorothy Hagan Marketing Services Representative

* Other publishing firms to be added.
** A special session arranged by the NCSS Special Interest Group: Psychology. Bob Stahl, Department of Secondary Education, Arizona State Univ. will preside.
*** The SIG Business Meeting will follow this session.
*** Where no 800 number is listed, you are invited by most companies to call collect.

ARIZONA STATE
UNIVERSITY TEMPE, ARIZONA 85281
COLLEGE OF EDUCATION
DEPARTMENT OF SECONDARY EDUCATION

Dear Representative:

The Special Interest Group: Psychology of the National Council for the Social Studies has been fortunate to secure two sessions on the program for the Annual NCSS meeting to be held in New Orleans November 25-29. It is expected that the two sessions including the business meeting will be held on Friday, November 28.

Of special interest is one session entitled, "Teaching High School Psychology: An overview of Materials and Textbooks Available for the Psychology Course:, which will include brief overviews by authors/ extbook representatives/ editors of the major features of their psychology textbooks and ancillary materials. Individual presenters are to bring only one copy of each item to the session while their respective booths in the Exhibit Hall are encouraged to have any number of additional items as are appropriate. Each presenter would spend a few minutes highlighting their "Psychology Program". We will have enough time to allow participant discussions in a dialogue about materials, texts, etc. We want to stress the positive aspects of each program or text presented while avoiding a pro-con discussion of the materials and approaches.

Following the session, we will hold a business meeting to discuss the activities and the future of SIG: Psychology. Authors and/or representatives are encouraged to stay for this meeting. At present, I am trying to arrange for a "hospitality suite" for the SIG: Psychology membership and guests after the Business Meeting so that we can continue our dialogue.

Besides a SIG Newsletter, the APA newsletter, The High School Psychology Teacher, will include a description of the program being prepared for New Orleans. We plan to widely advertise our program to make it the largest attended SIG meeting in our short history.

At this time, I invite you to have your precollege textbook and/or ancillary materials presented at the SIG: Psychology sessions described above. Please send the name(s) of the individuals(s) who will be representing your company's materials along with a listing of those materials to be presented so that I can compile these for a short bibliography to pass out. Include prices where possible.

I would also appreciate receiving examination copies of these materials to keep abreast of latest developments and materials in this field as well as to help answer the requests for information that continually come to me in the mail.

If possible, please get information to me by August 31 so that we can meet the appropriate deadlines for the publicity newsletters. If you do not intend to send an author or representative, but want your psychology materials to at least be listed in the bibliography, please send the necessary information and/or those copies to me before September 30 to make sure they are included in the bibliography.

The second session sponsored by the SIG will feature a "how-to-do-it" method of teaching psychology demonstration by successful classroom teachers. As soon as the specific program details as per day and time of these sessions are available, I will forward this information to you.

If, for whatever reasons, you are unable to make a brief presentation of your materials, I would like to invite you to our two sessions to keep you abreast of "who's who" and "what's what" in the area of precollege psychology.

On behalf of the SIG membership, I appreciate your consideration on this request and thank you for your efforts to make this a successful program on precollege psychology.

Sincerely,

Robert J. Stahl
Assistant Professor of Education
1980 SIG: Psychology Program Person
(602-965-7101)

RJS/sh

Psychology Educators' Special Interest Group news letter

Psychology Special Interest Group is now a reality. Over the past year our membership has increased. We have had an active steering committee making plans for the Annual Meeting. Now that time draws near, Saturday, November 26 is the big day. A panel on the topic "PRE-COLLEGE PSYCHOLOGY: PURPOSES, PRACTICES, AND PROSPECTS" is planned. Ed Forsythe, Fairfax (VA) High School is the moderator. Panelists are: Margo Johnson, Staff Associate, American Psychological Association; Dr. Robert Stahl, Mississippi University for Women; Susan Allen, Falls Church (VA) Public Schools and Nancy Sprague, George Mason High School, Falls Church (VA). It is hoped that an elementary teacher can be added to the panel. (Any volunteers?) The panel will focus on the nature and purpose of pre-college psychology courses with a heavy emphasis on audience concern. Dr. Stahl has studied in depth the courses offered in several states and has published a paper on the topic. The Second Annual Business Meeting will follow the panel. In addition, eighteen publishers will have materials on display at our meeting in the South Exhibit Hall of the Netherland Hilton Hotel. Events get under way at 3:00. There is now a reason for psychology teachers to come to the NCSS convention this year.

WANT TO HELP CHANGE PSYCHOLOGY MATERIAL?

In an attempt to upgrade the content of pre-college psychology courses, the American Psychological Association supported by the National Science Foundation is developing a human behavior curriculum project for secondary schools. Units are now being tested in the classroom. Among the units undergoing national trials are "States of Consciousness," "Three Faces of Personality," and "Social Influences on Behavior." If you would like to take part in the national trials or want more information contact John K. Bare, Carleton College, Northfield, Minnesota 55057. Social Studies supervisors have been sent some information.

DUES NEWS

Those PESIG members who paid their dues last year have good news coming. You have been automatically enrolled as a member for 1977-78. You will not have to pay for this year. If you have not joined, you can do so by marking the PESIG box on the NCSS membership form and add $3 to your dues.

WHEN WILL PEOPLE HELP IN A CRISIS?

Many are familiar with Darley and Latene's landmark work on the propensity of individuals to help another person in a crisis situation (Darley, John M. and Bib Latene, "When Will People Help in a Crisis?" Readings in Psychology Today, Calif., CRM, 1969). A crisis staged (carefully!) for teaching purposes can bring the inhibition of individuals into sharp focus for a class.

The teacher must enlist the help of two students with some acting ability. They should stage an argument just outside your door. The fight should begin in a normal tone of voice and build in volume ending in a fight. (Obviously, it is necessary to discuss this with the administration and any teachers whose classes are nearby.) The teacher may be giving a lecture during the fight.

After the victim is injured the teacher should ask (1) Did anyone hear anything? (2) What did you think it was? (3) If you thought it was an emergency, why did you not act? The article can then be presented to students with appropriate follow-up on the causes and normalcy of not responding in a crisis.

--Susan Demusky Allan

a special interest group of the
National Council for the Social Studies

SCHEDULE OF PESIG EVENTS

Saturday, November 26, 1977
3:00 - 6:00 South Exhibit Hall
Netherland Hilton Hotel

1. Panel - "Pre-College Psychology: Purposes, Practices, and Prospects."

2. Second Annual Business Meeting

3. Book Exhibit

ONE SMALL STEP FOR HUMANKIND, ONE SMALL VICTORY FOR PESIG

Included in the goals of PESIG is an attempt to effect changes in books used by pre-college classes in order to make them meet our needs better. Let's hear it for one publisher. On the strength of an earlier flyer announcing PESIG's arrival, one publisher sent our president a manuscript and invited comments. President Vander Putten made several comments that we hope were incorporated. It's one, but it's a start.

MEET THEM IN CINCY

NCSS has two teacher associates this year. Dorothy Wolfred was on the original PESIG steering committee and has been active in the Virginia Council. Don Shaver helped develop a course on Human Sexuality at Tomalpais School District, Marin County, California. They will be at our meeting after they finish a workshop on Council Development. They will be happy to discuss their work with you in Cincinnati.

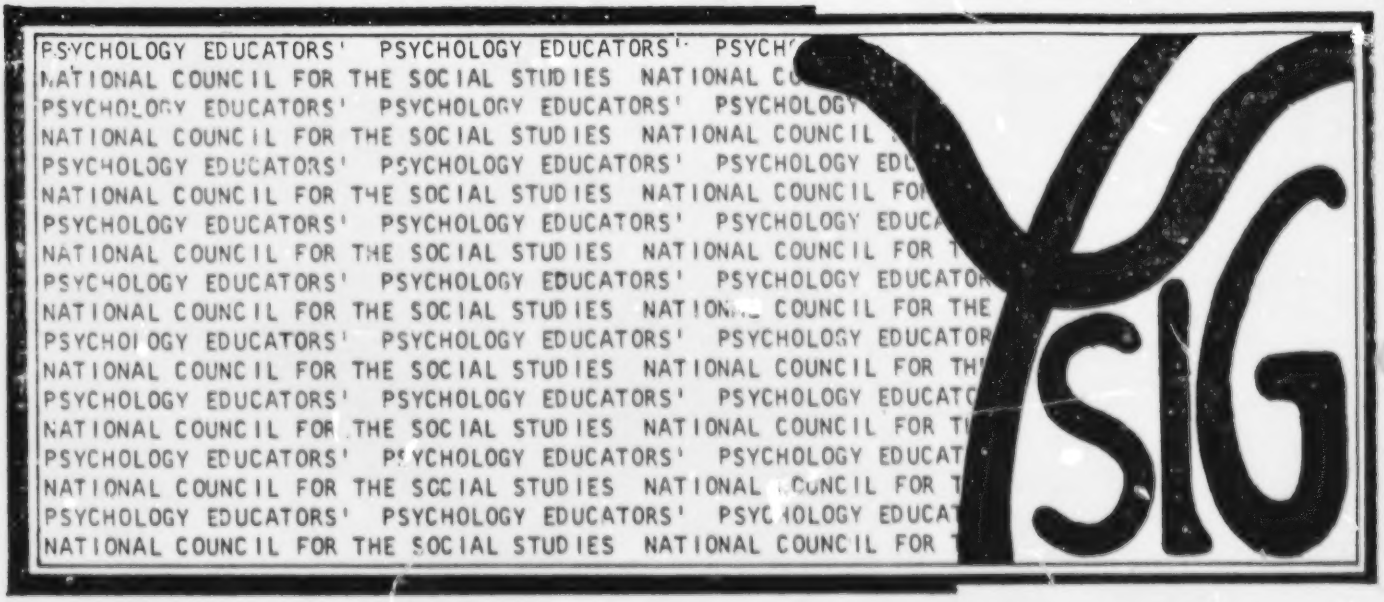
PSYCH MATERIALS ON SPECIAL DISPLAY

During PESIG's Saturday meeting, eighteen publishers will have books and materials of interest to pre-college psychology teachers. Another good reason for joining us in Cincinnati is to find out what's new.

HUZZAHS! ARE IN ORDER

So Huzzah! to PESIG President Elizabeth Vander Putten and Brian Larkin, NCSS Executive Director. They tied the marital knot during the summer.

****
*
* Do you have a teaching tip that we can run in the next PESIG newsletter?
*
* Send them to JIM McCASKILL, 1227 South Taylor Street, Arlington, Virginia 22044
*
****



Published by the Psychology Educators' Special Interest Group of
The National Council For The Social Studies

FALL, 1978 58th Annual NCSS Convention Issue

Dear Colleague:

I am pleased to have this opportunity to write to you on the occasion of the 58th National Council for the Social Studies Annual Meeting, in Houston, Texas. Psychology is perhaps one of the fastest growing disciplines in pre-college education. Those of us who teach this exciting curriculum should have available any assistance possible to insure that we perform in the most effective manner.

Many innovative ideas and programs are being undertaken by teachers throughout the country. I have found that many teachers have worked long and hard to put together interesting and imaginative classroom materials and lessons. However, teachers tend to work alone in their preparation. Although there are a diversity of ideas a lot of our effort is being duplicated. There is no need for everyone of us to re-invent the wheel. I hope that this newsletter will serve as a vehicle for the sharing of information. The benefits which have been obtained by one teacher should, and will, be reproduced and shared by us all.

The convention program committee has planned a series of valuable workshops and panel discussions for the annual meeting, under the direction of Dr. Robert Goodale of Boston State College. I would like to commend Bob for planning an excellent program.

Let us continue to work together to achieve greater sharing of innovations and curriculum in psychology.

Yours truly,

Barry Beerman

Barry Beerman
President, PESIG

PSYCH-SIG AT THE HOUSTON CONFERENCE

By Robert A. Goodale

As chairperson of the workshop committee, I am happy to report that we have accomplished all of the goals that were expressed in Cincinnati, last year.

After a short Psych SIG business meeting on Wednesday afternoon, November 22nd, Phil Newman, the current director of the Human Behavioral Curriculum Project will bring attendees up to date on complete modules and feedback on those in use. Sample modules will be available for perusal, and no doubt the opportunity to formally register an interest in field testing will also be provided. This will be an important opportunity for social studies teachers to communicate their needs directly to Phil.

Following Phil's presentation, several leading psychology text authors will give their views on the role of psychology in building a sense of community. Questions will be entertained, allowing those present to voice their opinions and suggestions directly to the authors of texts in classroom use.

The panel of social studies teachers is especially gratifying in that traditional and unique approaches will be presented. Chris Castendyk is a highly popular and committed teacher in the traditional mold from Tantasqua Regional High School in Brookfield, Massachusetts. Ms. Margot Stern Strom is from Brookline High School in Brookline, Massachusetts, and she will discuss a unique course built around the Nazi Holocaust. Finally, Marvin Tautwein from Robbinsdale Senior High in Robbinsdale, Minnesota will discuss sample projects from his unique course committed to the principles of learning outlined by B. F. Skinner.

Last but not least, we have arranged to have several new psychology films to be shown at various times throughout the convention. Some of these films are: Young Dr. Freud; Pavlov Himself; Suicide at 17; Adolescence and Learning Disabilities; The Date; and Teaching Strategies for Moral Development (featuring Psych-SIG panelist Margot Stern Strom).

Special thanks to Duarte Santos for his design of the Newsletterhead...

PESIG Conference Schedule

Wednesday, November 22nd, 1978
Time: 4:00 pm - 6 pm
Place: Convention Center 204
Events:

The Third Annual Psychology SIG business meeting will be immediately followed by a presentation by Phil Newman, current director of the Human Behavioral Curriculum Project. This will be concluded by the presentation, "Psychology Role in Societal Survival: The Authors Speak."

Friday, November 24th, 1978
Time: 11:15 am - 12:30 pm
Place: Convention Center 106
Event:
"Psychology in the Community."

Psychology-SIG Materials Display

Psych-SIG has arranged to have a display exhibiting new and existing materials in pre-college psychology. Visit us in the Albert Thomas Convention Center, November 22 - 24th, 1978.

"IT WORKED FOR ME..."

THE BOOK SHELF

THE FILM SHELF

These spaces will be a regular feature of the Psych-SIG Newsletter. We want to encourage teachers to share class lessons and brief reviews of texts and films. Your comment does not have to be lengthy. Simply -- "Tell it like it is!" Send your ideas to:

Barry Beerman, PESIG
c/o George W. Hewlett High School
60 Everit Avenue
Hewlett, New York 11557

It's all up to you! The kind of articles and features this publication provides will be as good and as helpful as we make it.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

SUITE 406 • 2030 M STREET, N.W. • WASHINGTON, D.C. 20036

October 4, 1977

1977

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Dear Psychology Educator:

There is some exciting news I'd like to share with you!

The NCSS has approved the formation of special interest groups. And the first to be formally recognized is the PSYCHOLOGY EDUCATORS Special Interest Group (SIG).

The leaders of the PESIG have organized a program for the NCSS Annual Meeting in Cincinnati. Further information about that program is contained in their newsletter. (I am enclosing a copy of it, and hope you enjoy reading it.)

I am excited and pleased about the PSYCHOLOGY EDUCATORS SIG. It was the test case for the NCSS Board of Directors. And, it was the first SIG which completed the process of acquiring official status. Nearly twenty-five other SIG's are currently being founded.

The PSYCHOLOGY EDUCATORS SIG appears to be particularly appealing. Since we announced their formation in The Social Studies Professional last spring, we have received hundreds of requests for information and many applications for membership.

From my point of view, SIGs are another way the Council can serve its members. SIGs provide for different needs and interests among social studies educators who teach many different subjects and courses. Their newsletters, meetings, and other programs offer special benefits and services.

The enclosed brochure describes in more detail the objectives and services of the PSYCHOLOGY EDUCATORS Special Interest Group.

I am excited by the pioneering work of the PSYCHOLOGY EDUCATORS Special Interest Group, and believe you may find their activities equally exciting.

Sincerely yours,

Brian J. Larkin

Brian J. Larkin,
Executive Director

BJL:dsp

Psychology Educators' Special Interest Group

of the National Council for the Social Studies

Committee Chairpersons

President:
Barry Beerman
George W. Hewlett High School
Barry W. Avenue
60 Everit, New York 11557
Hewlett,

Program Planning:
Robert A. Goodale
Boston Huntington Avenue
625 Huntington Massachusetts 02115
Boston,

1978-1980

From:

_____

_____

_____

Barry Beerman
Psychology Educators' Special Interest Group
c/o National Council for the Social Studies
2030 M Street, N W
Washington, D.C. 20036

Psychology Educators' Special Interest Group

Objectives:

...To encourage an awareness of psychology as a field of study and career choice.

...To encourage the development and expansion of the teaching of psychology as a behavorial science at the pre-college level which can enable students to examine and understand patterns of individual development and variations in human behavior.

...To provide opportunities for teachers to learn new ideas concerning content, teaching strategies, and materials about psychology, level k -12.

Services: Publications. PESIG publishes newsletters and other papers containing significant items of interest to and from its membership. Future plans include: an NCSS bulletin devoted to the role, functions and strategies of pre-college psychology; articles and items in **Social Education** and **The Social Studies Professional;** a membership directory designed to facilitate the exchange of information among those concerned; and **ad hoc** mailings of substantive material of special interest.

Representation: PESIG has members on state and national educational committees and is represented at state and national conferences.

Conferences, Conventions and Workshops: PESIG provides information pertaining to state, regional and other workshops, and participation by PESIG members is welcomed at all levels. Your membership helps assure that psychology educators have input at all levels of social education.

Annual Meeting: PESIG will convene sessions at the Annual NCSS Meeting.

Forums: The publications, workshops and other events cited above provide a forum for discussion and debate on significant issues and an arena for exposure of pre-college psychology which can and will effect significantly the continuing development of social education.

Membership and Dues: The Psychology Educators' Special interest group dues are $3.00. The National Council for the Social Studies dues are $25.00. PESIG members must join the NCSS. Total: PESIG $3.00 plus NCSS $25.00 equals an annual fee of $28.00.

MEMBERSHIP APPLICATION

Please print the information requested below. date _____

☐ new ☐ renewal

Last Name _____ First _____ Initial

Position _____

School Affiliation _____

School Address _____

City _____ State _____ Zip

Home Address: _____

City _____ State _____ Zip

Primary Interest: College Senior High Junior High Elementary Other

Enclosed Amount: ☐ $25.00 NCSS Membership ☐ $3.00 PESIG Membership Total _____

A COMPARISION OF HIGH SCHOOL PSYCHOLOGY COURSES TAUGHT BY SOCIAL STUDIES, GUIDANCE COUNSELORS, AND OTHER AREA-CERTIFIED TEACHERS

Robert J. Stahl

and

Pamela Hronek
Department of Secondary Education
Arizona State University
Tempe, AZ 85281
(602-965-7101)

and

James Matiya
Psychology Teacher
Carl Sandberg High School
Orland Park, Illinois

Materials are part of a presentation to the National Council for the Social Studies Special Interest Group: Psychology annual meeting, New Orleans, November 27, 1980

RESULTS

The data analysis revealed that psychology as a separate course of study for credit was taught in 331 of the 554 Illinois secondary schools responding to the questionnaire (59.7%).[10] The primary focus of this study was to go beyond the mere description of the general status of psychology on the pre-college level. This focus included the comparative investigation of psychology courses taught by teachers with different subject matter backgrounds and college course training. In particular, the possibility that the certification areas of these teachers would translate into different approaches to the course existed. This possibility was especially intriguing since no previous detailed data have been reported on the status of social studies teachers relative to this content area on this level of instruction.[11]

One questionnaire item asked teachers to indicate what certification area they were currently using within the context of their present teaching position. Seven areas were listed with the eighth, or "Other" category, left open for certification areas not listed. Of the 331 respondents, 149 (45.0%) indicated their teacher certification area at that time was in the "Social Studies"; 67 (20.2%) indicated "Psychology", 65 (19.6%) indicated "Guidance and Counseling", 8 (2.4%) indicated "Administration", 5 (1.5%) "Science", and 4 (1.2%) "Home Economics". The 29 individuals marking the "Other" certification area reported they held certificates in such diverse content areas as Religion, English, Physical Education, Health, and Business.

In order to investigate how one's certification area may influence the approach one takes to a course, the researchers sought to examine the status of the pre-college psychology course from the perspective of three major groups of certified teachers: the 149 teachers certified in the Social Studies, the 65 certified Guidance Counselors, and the 114 teachers representing all the "Other" miscellaneous areas of certification. The remainder of this paper will stress the responses of these three groups of teachers from both descriptive and comparative perspectives.

METHOD

In the Spring, 1978, a 4-page questionnaire accompanied by an introductory letter and a self-addressed, stamped, return envelope was mailed to 864 public and private secondary school principals in Illinois. The letter requested the principals to forward the questionnaire to the individual in their school responsible for teaching psychology. A second mailing directed specifically to the social studies department chairperson took place within a month of the first one. Eventually, 554 (64.1%) completed questionnaires were returned.

The 42 item questionnaire contained items that represented categories of data previous researchers had collected relevant to this curiculum area. The questionnaire has been used in essentially the same form since 1972-73 by the researcher.[8] The adequacy of the individual items and entire questionnaire is supported by the fact that (a) it has become a model for other status-study researchers (Matiya and Gill, 1977), (b) it collects information considered vital for decision-making by precollege psychology textbook authors, publishers and sales managers (Fogerty, 1980), and (c) it represents a fair sampling of items which cut across a number of different and important variables directly related to understanding of the phenomenon known as "precollege psychology."

The raw data from the questionnaires were key punched for tabulation and statistical analysis by an IBM 360 computer. Besides the SPSS descriptive data package, crosstab, Chi-square, and ANOVA programs treated the tabulated data.[9] Where appropriate, Spearman rank-order correlative coefficients were computed.

In addition to the teacher data, a number of schools were randomly selected for purposes of having the students enrolled in these psychology courses to complete a questionnaire directly related to them. By mid-Spring, 1,137 students in over two dozen schools returned completed forms via their teachers. Their responses were computer analyzed in the same way as the teacher data. As appropriate, the results of their responses will be incorporated within this paper as well.

TABLE 1

Descriptive Data Relative to the Schools Where These Three Groups of Teachers Taught Their Psychology Courses

SCHOOL CHARACTERSITIC	Social Studies F	%	Guidance F	%	Others F	%	Totals F	%
I. Classification								
a) Public	123	82.6	54	83.1	94	82.5	271	82.6
b) Parochial	24	16.1	7	10.8	12	10.5	43	13.1
c) Other Private	2	1.4	4	6.2	8	7.0	14	4.2
II. School Enrollment								
a) Less than 500	51	34.4	40	70.5	47	41.2	138	42.2
b) 501 to 1,000	29	19.6	18	27.7	24	21.1	71	21.7
c) 1,001 to 1,500	17	11.5	2	3.1	12	10.5	31	9.5
d) More than 1,500	51	34.5	5	7.7	31	27.2	87	26.6
III. Racial Balance								
a) 95% White/ 5% Black	113	76.9	57	87.7	98	86.7	268	82.5
b) 80% White/ 20% Black	22	15.0	2	3.1	7	6.2	31	9.5
c) 65% White/ 35% Black	6	4.1	1	1.5	3	2.7	10	3.1
d) 50% White/ 50% Black	1	.7	1	1.5	1	.9	3	.9
e) 65% or more Black	5	3.4	4	6.1	4	3.5	13	3.4
IV. School Setting								
a) Rural	61	41.2	48	75.0	56	49.6	165	50.8
b) Suburban	46	31.1	8	12.5	35	31.0	89	27.4
c) Urban	37	25.0	7	10.9	21	18.6	65	20.0
d) Innter City	4	2.7	1	1.6	1	.9	6	1.8

TABLE 2

Descriptive Data Relative to the Psychology Course Within The Curriculum Offerings of Schools

NATURE OF THE COURSE	Social Studies F	%	Guidance F	%	Other F	%	Totals F	%
I. Elective/ Required								
a) Elective	144	97.3	62	98.4	112	99.1	318	98.1
b) Required	4	2.7	1	1.6	1	.9	6	1.9
II. Length of Course								
a) Full year	28	18.8	12	18.5	28	24.8	68	20.8
b) Semester	114	76.5	50	76.9	81	71.7	245	74.9
c) Nine weeks	4	2.7	3	4.6	2	1.8	9	2.8
d) Six weeks	1	.7	0	.0	0	.0	1	.3
e) Other	2	1.3	0	.0	2	1.8	4	1.2

TABLE 3

Descriptive Data Concerning Students Enrolled In Psychology Courses As Reported by These Three Groups of Teachers

Category of Students	Social Studies		Guidance		Others		Totals	
	F	%	F	%	F	%	F	%
I. SEX								
a) Female	103	70.5	42	66.7	94	83.2	239	74.2
b) Male	21	14.4	7	11.1	8	7.1	36	11.2
c) About equal	22	15.1	14	22.2	11	9.7	47	14.6
II. GRADE LEVEL								
a) 12th graders only	39	26.5	22	33.8	30	26.5	91	28.0
b) 11-12th graders	93	63.3	33	50.8	73	64.6	199	61.2
c) 10-12th graders	10	6.8	9	13.8	9	8.0	28	8.6
d) Other combinations	5	3.4	1	1.5	1	.9	7	2.1
III. RACIAL BALANCE								
a) 95% White/5% Black	126	86.3	57	87.7	104	92.9	287	88.9
b) 80% White/20% Black	15	10.3	2	3.1	4	3.6	21	6.5
c) 65% White/35% Black	2	1.4	1	1.5	1	.9	4	1.2
d) 50% White/50% Black	0	.0	2	3.1	0	.0	2	.6
e) 65% or more Black	3	2.1	3	4.6	3	2.7	9	2.8

TABLE 4

Descriptive Data on Psychology Students in Three States

Student Characteristic	1,215 Florida Students 1974-75	724 Mississippi Students 1975-76	754 Mississippi Students 1977-78	1137 Illinois Students 1977-78
Females	58.6	63.5	57.8	60.3
Males	41.4	36.5	40.2	39.7
Whites	88.1	78.8	90.8	84.5
Blacks	9.1	21.0	4.9	12.6
Other	2.8	.2	4.3	2.9
Freshman	.6	2.8	.1	.1
Sophomores	2.3	3.8	3.1	4.1
Juniors	31.1	21.5	27.6	29.0
Seniors	66.0	71.9	69.2	66.9
14 years old	.3	2.1	.1	.2
15 years old	.9	3.1	.9	1.3
16 years old	16.9	15.8	16.0	17.1
17 years old	45.8	49.3	46.2	44.6
18 years old	36.1	28.2	35.9	33.7
19 years old	.0	1.7	1.9	3.1
"A" Grade	26.3	33.6	25.3	26.7
"B" Grade	37.4	37.4	31.9	31.7
"C" Grade	23.4	17.7	26.5	25.3
"D" Grade	8.7	8.0	11.7	10.8
"E/F" Grade	4.1	3.9	3.8	4.5
N.A.	.0	.0	.7	1.0

TABLE 5

ANOVA Data Related to Number of College Credit Hours

These Teachers had Received in Psychology and Educational Psychology Courses

Source	df	SS	MS	F-Ratio
Between Groups	2	5048.74	2524.37	9.87*
Within Groups	316	80809.02	255.72	
TOTAL	318	85857.76		

*$p < .001$

TABLE 6

Frequencies and Percentages for These Three Groups of Teachers Relevant To the Humanistic-Behavioristic-Eclectic Approach They Take to Their Courses

Area of Certification	Humanistic F	Humanistic %	Behavioristic F	Behavioristic %	Eclectic F	Eclectic %	TOTAL
Social Studies	56	39.2	60	42.0	27	18.9	143
Guidance Counselor	18	28.6	38	60.3	7	11.1	63
'Other'	42	37.8	56	50.5	13	11.7	111
TOTALS	116		154		47		317
Percentage of all Respondents	36.6%		48.6%		14.8%		

Chi-Square = 7.47 (df=4), $\underline{p}$ = .11

TABLE 7

The Number of Sections of Psychology
Taught Each Day By These Three Groups of Teachers

Number of Class Sections	Social Studies F	%	Guidance Counselor F	%	Others F	%	Total F
1	52	35.4	44	68.8	46	41.4	142
2	37	25.2	13	20.3	22	19.8	72
3	29	19.7	5	7.8	21	18.9	55
4	20	13.6	2	3.1	10	9.0	32
5 or 6	9	6.2	0	0.0	12	10.8	21
Mean Sections per day*	2.31		1.45		2.30		
s.d.	1.29		.78		1.42		

*The difference between these three groups Means using ANOVA was found to be statistically significant ($F = 11.89$, $p < .001$).

TABLE 8

ANOVA Data Related to Number of Sections of Precollege Psychology These Three Groups of Teachers Taugh Each Day

Source	df	SS	MS	F-Ratio
Between Groups	2	37.33	18.67	11.89*
Within Groups	319	500.65	1.57	
TOTAL	321	537.98		

* $p < .001$

Table 9

A Summary of Frequencies, Percentages, Adjusted Chi-Square Values, and Ranks Assigned to Course Objectives by the Three Certification-Area Groups of Teachers and Their Students

Course Objectives	Social Studies F	%	R	Guidance Counselors F	%	R	Others F	%	R	Chi-Square	p	Students %	R
a) Understand themselves	135	90.6	1	57	87.7	3	94	82.5	1	3.86	.15	45.6	3
b) Understand personal problems	116	77.9	2	58	89.9	1.5	88	77.2	2	4.43	.11	55.8	1
c) Adjusting to life	114	76.5	3	58	89.9	1.5	84	73.7	3	6.21	.04	47.4	2
d) Appreciation for psychology	105	70.5	4	43	66.2	4	79	69.3	4.5	.40	.82	28.8	8
e) Understanding vocabulary	102	68.5	5	41	63.1	6	79	69.3	4.5	.81	.67	15.5	12
f) Cope with adolescence	94	63.1	6	38	58.5	8	63	55.3	11	1.67	.43	24.1	9
g) Prepare for college psychology	92	61.7	7	39	60.0	7	71	62.3	6	.09	.95	34.0	6
h) Future family life	89	59.7	8	37	56.9	9	66	57.9	10	.18	.92	40.5	4
i) Philosophy of life	88	59.1	9	42	64.6	5	70	61.4	7	.60	.74	31.9	7
j) Apply psychological knowledge	86	57.7	10	35	53.8	10	67	58.8	9	.43	.80	37.8	5
k) Eliminate misconceptions	85	57.0	11	29	44.6	11	68	59.6	8	4.06	.13	22.5	10
l) Vocational planning	29	19.5	12	6	9.2	12	16	14.0	12	3.91	.14	21.3	11

Table 10

A Summary of Frequencies, Percentages, Adjusted Chi-Square Values, and Ranks Assigned to the Topics These Teachers Actually Included in Their Pre-College Psychology Courses

Topics	Social Studies F	%	R	Guidance Counselors F	%	R	All Others F	%	R	Chi-Square	p
a) Personality Theory	144	96.6	1	60	92.3	1	101	88.6	2	6.47	.04
b) Mental Illness	125	83.9	2.5	51	78.5	4	105	92.1	1	6.98	.03
c) Learning Theory	125	83.9	2.5	48	73.8	6	86	75.4	6.5	4.06	.13
d) Mental Health	123	82.6	4	50	76.9	5	95	83.3	5	1.27	.53
e) Emotions	121	81.2	5	58	89.2	2	96	84.2	4	2.17	.34
f) Intelligence	119	79.9	6	54	83.1	3	85	74.6	8	2.03	.36
g) Abnormal Behavior	116	77.9	7	47	72.3	7	98	86.0	3	5.25	.07
h) Motivation	113	75.8	8	46	70.8	8	86	75.4	6.5	.67	.72
i) Human Growth-Development	105	70.5	9	41	63.1	10.5	83	72.8	9	1.92	.38
j) The Adolescent	101	67.8	10	37	56.9	13.5	78	68.4	12	2.89	.24
k) Sensation and Perception	96	64.4	11	39	60.0	12	78	68.4	12	1.32	.52
l) Parapsychology, ESP	90	60.4	12	41	63.1	10.5	73	64.0	14	.39	.82
m) Social Behavior	88	59.1	13	45	69.2	9	81	71.1	10	4.66	.10
n) Mental Retardation	85	57.0	14	36	55.4	15	78	68.4	12	4.45	.11
o) History of Psychology	78	52.3	15	37	56.9	13.5	63	55.3	16	.45	.80
p) Drugs, Alcoholism, etc.	65	43.6	16	32	49.2	16	70	61.4	15	8.26	.02
q) Love	61	40.9	17	31	47.7	17	59	51.8	18	3.13	.21
r) Heredity/Genetics	58	38.9	18	30	46.2	18.5	61	53.5	17	5.56	.06
s) Marriage and the Family	52	34.9	19	30	46.2	18.5	50	43.9	19	3.33	.19
t) Human Body/Physiology	51	34.2	20	23	35.4	20	44	38.6	20	.55	.76
u) Child Care	44	29.5	21	20	30.8	21	42	36.8	21	1.67	.43
v) Statistic	28	18.8	22	17	26.2	22	26	22.8	22	1.58	.45

Table 11

A Summary of Frequencies, Percentages, Adjusted Chi Square Values, and Ranks Assigned the Topics These Teachers and Students Indicated Should be Included in Pre-College Psychology Courses

Topics	Social Studies F	%	R	Guidance Counselors F	%	R	Others F	%	R	Chi-Square	p	Students %	R
a) Personality Theory	137	91.9	1	57	87.7	2	103	90.5	1	.96	.62	60.8	5
b) Emotions	127	85.2	2	58	89.2	1	99	86.8	4.5	.63	.73	76.3	1
c) Mental Illness	125	83.9	3	52	80.0	5	102	89.5	2.5	3.22	.20	64.9	3
d) Mental Health	122	81.9	4	50	76.9	9	102	89.5	2.5	5.29	.07	55.7	10
e) Learning Theory	121	81.2	5	49	75.4	10	92	85.1	7	2.58	.28	50.9	11
f) Motivation	118	79.2	6	51	78.5	7	99	86.8	4.5	3.10	.21	42.7	16
g) The Adolescent	116	77.9	7	53	81.5	4	90	78.9	9	.37	.83	56.7	9
h) Abnormal Behavior	115	77.2	8	48	73.8	11	96	84.2	6	3.20	.20	59.8	7
i) Growth and Development	113	75.8	9	54	83.1	3	88	77.2	11	1.40	.50	45.2	14.5
j) Social Behavior	111	74.5	10	51	78.5	7	80	78.9	9	.84	.66	65.7	2
k) Intelligence	110	73.8	11	51	78.5	7	90	78.9	9	1.11	.57	45.5	13
l) Sensation and Perception	100	67.1	12	40	61.5	13	84	73.7	13	3.00	.22	38.7	18
m) Mental Retardation	85	57.0	13	37	56.9	14	86	75.4	12	10.89	.004	50.0	12
n) Parapsychology, ESP	77	51.7	14	29	44.6	19.5	69	60.5	15	4.52	.10	42.0	17
o) History of Psychology	76	51.0	15	33	50.8	17	62	54.4	18.5	.36	.84	30.6	20
p) Drugs, Alcoholism, etc.	73	49.0	16	36	55.4	15	70	61.4	14	4.03	.13	60.0	6
q) Marriage and the Family	70	47.0	17	42	64.6	12	66	57.9	17	6.60	.04	59.0	8
r) Love	68	45.6	18	35	53.8	16	68	59.6	16	5.18	.08	61.1	4
s) Child care	67	45.0	19	29	44.6	19.5	49	43.0	20	.11	.95	45.2	14.5
t) Heredity and Genetics	58	38.9	20	32	49.2	18	62	54.4	18.5	6.48	.04	35.0	19
u) Human body/physiology	54	36.2	21	27	41.5	21	46	40.4	21	.73	.69	22.3	21
v) Statistics	36	24.2	22	18	27.7	22	32	28.1	22	.60	.74	18.4	22

Table 12

A Summary of the Frequencies, Means, Standard Deviations, and ANOVA F-Values Associated With the Methods These Three Groups Used to Teach Their Respective Psychology Courses

Method of Instruction	Social Studies			Guidance Counselors			All Others			F-Values	p
	F	$\bar{x}$	s.d.	F	$\bar{x}$	s.d.	F	$\bar{x}$	s.d.		
a) Discussion	143	4.17	.71	59	4.03	.79	107	4.12	.74	.70	.50
b) Text and lecture	136	3.77	1.00	55	3.53	.90	107	3.77	.98	1.38	.25
c) Lecture	135	3.70	.95	57	3.74	.86	96	3.67	1.00	.10	.90
d) Teacher demonstrations	132	3.16	.84	52	3.25	.71	100	3.11	.86	.49	.62
e) Small group discussions	141	2.96	.92	59	3.11	.98	102	2.98	.93	.48	.62
f) Values clarification activities	129	2.81	1.02	51	3.06	.97	97	2.88	1.06	1.10	.33
g) Student lab experiments	132	2.59	.99	52	2.63	.91	97	2.75	1.05	.75	.48
h) Guest speakers	132	2.37	.83	55	2.40	.87	97	2.46	.82	.35	.71

Table 13

A Summary of Frequencies, Percentages, Adjusted Chi-Square Values, and Ranks Assigned the Types of Instructional Aids These Teachers and Their Students Wanted to See Made Available to Them for Their Use

Instructional Aids	Social Studies F	%	R	Guidance Counselors F	%	R	Others F	%	R	Ch-Square	p	Students %	R
a) Films, movies	106	71.1	1	49	75.4	1	74	64.9	2.5	2.38	.30	62.1	1
b) Materials for classroom experiments	94	63.1	2	36	55.5	3	74	64.9	2.5	1.69	.43	52.7	4
c) List of local guest speakers	82	55.0	3	31	47.7	4	73	64.0	4	4.82	.09	73.5	2
d) Simple psychological tests	81	54.4	4	29	44.6	5.5	64	56.1	5	2.40	.30	52.2	5
e) Simulation games	80	53.7	5	44	67.7	2	80	70.2	1	8.51	.01	56.6	3
f) Student workbooks	55	36.9	6	22	33.8	7.5	39	34.2	9	.29	.87	18.9	11
g) Filmstrips	53	35.6	7	21	32.3	9	45	39.5	6.5	.98	.61	49.8	6
h) Newsletters for teachers	50	33.6	8	12	18.5	13.5	45	39.5	6.5	8.42	.01	----	--
i) Overhead transparencies	48	32.2	9	22	33.8	7.5	35	30.7	10	.19	.91	15.7	13
j) Values clarification activities	42	28.2	10	29	44.6	5.5	41	36.0	8	5.69	.06	15.9	12
k) Different kind of a text-book	39	26.2	11	17	26.2	10	32	28.1	13	.14	.93	19.9	10
l) Audio-cassette tapes	36	24.2	12	14	21.5	11.5	34	29.8	11.5	1.79	.41	30.3	8
m) Reference service for students	35	23.5	13	14	21.5	11.5	30	26.3	14	.57	.75	30.4	7
n) Posters of famous psychol-ogists	34	22.8	14	11	16.9	15	28	24.6	15	1.45	.49	5.9	15
o) Career-related pamphlets	32	21.5	15	12	18.5	13.5	34	29.8	11.5	3.75	.15	29.4	9
p) Materials for slow learners	26	17.4	16.5	7	10.8	16.5	25	21.9	16	3.55	.17	11.8	14
q) Curriculum guide for teachers	26	17.4	16.5	7	10.8	16.5	18	15.8	17	1.55	.46	----	--

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Code No._____

STUDENT QUESTIONNAIRE ON HIGH SCHOOL PSYCHOLOGY

For the items below, please mark the most appropriate answer:

1. Your age: ____a) 14 ____b) 15 ____c) 16 ____d) 17 ____e) 18 ____f) 19
2. Your sex: ____a) Female ____b) Male
3. Your race: ____a) Black ____b) White ____c) Other(specify)_____
4. Your grade level: ____a) 9th ____b) 10th ____c) 11th ____d) 12th
5. Grade you received in Psychology for the last grading term: ____a) A ____b) B ____c) C ____d) D ____e) F ____f) Did not receive a grade

6. Below are a number of reasons or objectives for taking a course in Psychology in high school. Check those reasons which most accurately fit those you had for taking this Psychology course.

___ a) to help me in my vocational planning.
___ b) to help me develop an appreciation for Psychology as a field of scientific knowledge and inquiry.
___ c) to prepare me for college Psychology courses.
___ d) to eliminate many of the misconceptions I have about Psychology and psychologists.
___ e) to assist me in preparing for my future family life.
___ f) to assist me in developing a basic philosophy of life.
___ g) to help me understand and deal with my personal problems.
___ h) to assist me in understanding the vocabulary associated with Psychology.
___ i) to assist me in adjusting to life and in solving life's problems.
___ j) to help me better understand and accept myself as an individual.
___ k) to apply psychological knowledge to understand contemporary social problems and events.
___ l) to help me cope with problems associated with emerging adolescence.
___ m) other (specify)_____

_____ _____

_____

7. Below are a number of topics and subjects that could be included in high school Psychology courses. Please mark those topics that you believe should be included in the high school Psychology course you are taking:

___ a) Intelligence
___ b) Personality Theories
___ c) History of Psychology
___ d) Motivation
___ e) Emotions
___ f) Mental Illness
___ g) Mental Health
___ h) Mental Retardation
___ i) Statistics
___ j) Learning and Thinking
___ k) The Human Body
___ l) Heredity and Genetics
___ m) Growth and Development
___ n) The Adolescent
___ o) Sensations and Perception
___ p) Social Behavior
___ q) Child Care
___ r) Marriage and the Family
___ s) Drugs, Alcoholism, etc.
___ t) Love
___ u) Parapsychology, Esp
___ v) Abnormal Behavior
___ w) Other _____
___ x) Other _____

8. Below are listed a number of different materials and teaching aids which your teacher might use to teach the Psychology course you are now taking. Mark the types of materials and aids you would want to see your teacher using to teach you psychology:

___ a) A different kind of textbook
___ b) Overhead transparencies
___ c) Audio-cassette tapes
___ d) Materials for slow learners or slow readers
___ e) Movies/Films
___ f) A weekly newspaper related to psychology
___ g) Pamphlets related to careers in psychology
___ h) A reference service for students working on psychology assignments and papers
___ i) Filmstrips
___ j) Simulation games
___ k) Posters of famous psychologists
___ l) Values clarification activities
___ m) Student workbooks
___ n) Materials for classroom experiments
___ o) Guest speakers
___ p) Sample psychological tests
___ q) Other (specify)_____
_____
_____

9. Below are listed a number of different methods available for teaching Psychology. There is also a scale to indicate how often these methods could be used. Mark how often you would like to see your teacher use each of the following methods. Leave blank those methods you do not know anything about.

METHOD	Very Freq.	Frequently	Sometimes	Rarely	Never
a) Textbook-and-lecture	____	____	____	____	____
b) Lecture	____	____	____	____	____
c) Teacher demonstrations	____	____	____	____	____
d) Discussion (other than review)	____	____	____	____	____
e) Student lab experiments	____	____	____	____	____
f) Small group discussions	____	____	____	____	____
g) Guest speakers	____	____	____	____	____
h) Values clarification activities	____	____	____	____	____
i) Field trips	____	____	____	____	____
j) Other _____	____	____	____	____	____

10. Do you have anything else you would like to report about you and your Psychology course? Please use the space below to write any additional comments:

A Crosstabulation of Descriptive Data Pertaining to the 1137 Illinois Secondary School Students Who Responded to the 1977-78 Psychology Survey; Percentage Data*

	SEX		RACE			GRADE LEVEL				AGE LEVEL						GRADES EARNED					
	Males	Females	Whites	Blacks	Others	Freshmen	Sophomores	Juniors	Seniors	14 Year-Olds	15 Year-Olds	16 Year-Olds	17 Year-Olds	18 Year-Olds	19 Year-Olds	"A" Grades	"B" Grades	"C" Grades	"D" Grades	"E/F" Grades	Did not receive grade
Males	39.7	-	33.6	5.1	2.9	0	1.1	11.2	27.4	0	.3	6.2	17.5	14.4	1.4	7.1	11.7	11.3	6.3	2.8	.4
Females		60.3	50.9	7.4	1.9	.1	3.0	17.8	39.5	.2	1.1	10.8	27.1	19.3	1.8	19.5	20.1	14.1	4.5	1.7	.5
Whites			84.5	-	-	0	2.7	25.8	56.2	0	.9	14.7	39.6	28.1	1.3	23.5	26.4	22.0	8.8	3.4	.6
Blacks				12.6	-	.1	1.4	2.7	8.3	.2	.5	2.1	3.6	4.4	1.7	2.4	3.9	2.9	1.9	.9	.4
Others					2.9	0	0	.4	2.4	0	0	.2	1.2	1.4	.2	.8	1.3	.6	.1	.1	0
Freshmen						.1	-	-	-	.1	0	0	0	0	0	0	.1	0	0	0	0
Sophomores							4.1	-	-	.1	1.3	2.5	.1	0	.1	.9	1.3	1.1	.5	.2	.1
Juniors								29.0	-	0	0	13.6	13.5	1.8	.1	7.7	7.7	7.3	3.9	2.2	.4
Seniors									66.9	0	0	1.1	31.0	31.9	2.9	18.0	22.8	17.0	6.3	2.1	.5
14 Year-Olds										.2	-	-	-	-	-	0	.2	0	0	0	0
15 Year-Olds											1.3	-	-	-	-	.1	.4	.3	.2	.2	0
16 Year-Olds												17.1	-	-	-	5.3	4.5	4.1	1.9	1.0	.4
17 Year-Olds													44.6	-	-	12.7	13.2	11.3	5.3	1.8	.3
18 Year-Olds														33.7	-	8.0	12.5	8.6	2.9	1.2	.4
19 Year-Olds															3.1	.4	1.0	1.0	.5	.3	0
"A" Grades																26.7	-	-	-	-	-
"B" Grades																	31.7	-	-	-	-
"C" Grades																		25.3	-	-	-
"D" Grades																			10.8	-	-
"E/F" Grades																				4.5	-
Did not receive grade																					1.0

Differences in totals due to students who did not respond to one of these 5 categories of items.

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A Crosstabulation of Descriptive Data Pertaining to the 1137 Illinois Secondary School Students Who Responded to the 1977-78 Psychology Survey; Frequency Data

	SEX		RACE			GRADE LEVEL				AGE LEVEL						GRADES EARNED					
	Males	Females	Whites	Blacks	Others	Freshmen	Sophomores	Juniors	Seniors	14 Year-Olds	15 Year-Olds	16 Year-Olds	17 Year-Olds	18 Year-Olds	19 Year-Olds	"A" Grades	"B" Grades	"C" Grades	"D" Grades	"E/F" Grades	Did not receive grade
Males	450	-	380	58	12	0	12	126	308	0	3	70	198	163	16	80	131	127	71	31	5
Females		684	575	84	21	1	34	200	445	2	13	123	307	219	20	219	225	158	50	19	6
Whites			955	-	-	0	30	289	631	0	10	166	447	317	15	263	295	246	98	38	7
Blacks				142	-	1	16	30	93	2	6	24	41	50	19	27	44	32	21	10	4
Others					33	0	0	5	27	0	0	2	13	16	2	9	15	7	1	1	0
Freshmen						1	-	-	-	1	0	0	0	0	0	0	1	0	0	0	0
Sophomores							46	-	-	1	15	28	1	0	1	10	14	12	6	2	1
Juniors								326	-	0	0	153	152	20	1	86	86	81	44	24	4
Seniors									753	0	0	12	349	359	33	201	254	189	70	23	6
14 Year-Olds										2	-	-	-	-	-	0	2	0	0	0	0
15 Year-Olds											16	-	-	-	-	4	4	3	2	2	0
16 Year-Olds												193	-	-	-	59	51	46	21	11	4
17 Year-Olds													505	-	-	142	148	127	59	20	3
18 Year-Olds														383	-	90	140	97	33	14	4
19 Year-Olds															36	5	11	11	6	3	0
"A" Grades																300	-	-	-	-	-
"B" Grades																	356	-	-	-	-
"C" Grades																		284	-	-	-
"D" Grades																			121	-	-
"E/F" Grades																				50	-
Did not receive grade																					11

Differences in totals due to students who did not respond to one of these 5 categories of items.

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A Crosstabulation of Descriptive Data Pertaining to the 754 Mississippi Secondary School Students Who Responded to the 1977-78 Psychology Survey; Percentage Data*

	SEX		RACE			GRADE LEVEL				AGE LEVEL						GRADES EARNED					
	Males	Females	Whites	Blacks	Others	Freshmen	Sophomores	Juniors	Seniors	14 Year-Olds	15 Year-Olds	16 Year-Olds	17 Year-Olds	18 Year-Olds	19 Year-Olds	"A" Grades	"B" Grades	"C" Grades	"D" Grades	"E/F" Grades	Did not receive grade
Males	40.2	-	39.8	2.8	1.6	.0	.4	10.8	28.8	.0	.1	5.3	18.5	15.0	1.2	7.2	10.6	11.3	7.8	3.3	.3
Females		57.8	55.0	2.1	2.7	.1	2.7	16.8	40.3	.1	.8	9.7	27.7	20.9	.7	18.1	21.2	15.3	4.0	.8	.4
Whites			90.8	-	-	.0	3.1	25.9	61.9	.0	.9	14.4	42.2	31.8	1.5	23.1	28.1	24.7	10.8	3.5	.7
Blacks				4.9	-	.1	0	1.1	3.7	.1	.0	.4	2.1	2.1	.1	1.3	1.6	.9	.8	.1	0
Others					4 3	0	0	.7	3.5	.0	0	.3	1.6	2.1	.3	1.1	2.0	.9	.1	.1	0
Freshmen						.1	-	-	-	.1	0	0	0	0	0	0	.1	0	0	0	0
Sophomores							3.1	-	-	0	.9	2.0	.1	0	0	.4	1.2	1.2	0	.1	0
Juniors								27.6	-	0		12.7	13.2	1.7	0	6.5	7.3	7.4	4.9	1.6	.3
Seniors									69.2	0	0	.4	32.8	34.0	1.9	18.5	23.3	17.9	6.9	2.0	.4
14 Year-Olds										.1	-	-	-	-	-	0	.1	0	0	0	0
15 Year-Olds											.9	-	-	-	-	.1	.3	.3	0	.1	0
16 Year-Olds												16.0	-	-	-	3.8	4.6	4.2	1.6	.8	.1
17 Year-Olds													46.2	-	-	12.3	13.2	12.1	6.3	1.7	.4
18 Year-Olds														35.9	-	8.9	13.4	9.3	3.5	.9	.1
19 Year-Olds															1.9	.4	.3	.7	.4	.1	0
"A" Grades																25.3	-	-	-	-	-
"B" Grades																	31.9	-	-	-	-
"C" Grades																		26.5	-	-	-
"D" Grades																			11.7	-	-
"E/F" Grades																				3.8	-
Did not receive grade																					.7

Differences in totals due to students who did not respond to one of these 5 categories of items.

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A Crosstabulation of Descriptive Data Pertaining to the 754 Mississippi Secondary School Students Who Responded to the (1977-1978) Psychology Survey: Frequency Data*

	SEX		RACE			GRADE LEVEL				AGE LEVEL						GRADES EARNED					
	Males	Females	Whites	Blacks	Others	Freshmen	Sophomores	Juniors	Seniors	14 Year-Olds	15 Year-Olds	16 Year-Olds	17 Year-Olds	18 Year-Olds	19 Year-Olds	"A" Grades	"B" Grades	"C" Grades	"D" Grades	"E/F" Grades	Did not receive grade
Male	302	-	269	21	12	0	3	81	216	0	1	40	139	113	9	54	79	84	58	22	2
Female		450	413	16	20	1	20	206	302	1	6	73	208	157	5	135	158	114	30	6	3
Whites			682	-	-	0	23	194	463	0	7	108	317	239	11	172	209	184	80	26	5
Blacks				37	-	1	0	8	28	1	0	3	16	16	1	10	12	7	6	1	0
Others					32	0	0	5	26	0	0	2	12	16	2	8	15	7	1	1	0
Freshmen						1	-	-	-	1	0	0	0	0	0	0	1	0	0	0	0
Sophomores							23	-	-	0	7	15	1	0	0	3	9	9	0	1	0
Juniors								207	-	0	0	95	99	13	0	48	54	55	36	12	2
Seniors									518	0	0	3	246	255	14	137	173	133	51	15	3
14 Year-Olds										1	-	-	-	-	-	0	1	0	0	0	0
15 Year-Olds											7	-	-	-	-	1	2	2	0	1	0
16 Year-Olds												113	-	-	-	28	34	31	12	6	1
17 Year-Olds													346	-	-	92	98	90	47	13	3
18 Year-Olds														268	-	66	100	69	26	7	1
19 Year-Olds															14	3	2	5	3	1	0
"A" Grades																190	-	-	-	-	-
"B" Grades																	237	-	-	-	-
"C" Grades																		197	-	-	-
"D" Grades																			88	-	-
"E/F" Grades																				28	-
Did not receive grade																					5

Differences in totals due to students who did not respond to one of these 5 categories of items.

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List of Additional Reasons Why The 1,137 Illinois Students Enrolled in the Psychology Course (1977-1978)

Reasons for Take Course	Number of Students
1. I thought it would be interesting	29
2. I needed a credit	22
3. To understand the actions of others	18
4. It is required	18
5. To understand more about psychology	15
6. I needed the course to graduate	13
7. The class time fit my schedule	10
8. To see what psychology was all about	10
9. To help me deal with others	8
10. I thought it would be easy	5
11. This was the best of all the electives to choose from	4
12. I like psychology	4
13. I want to be with my friends who were taking this class	3
14. To understand children and how to deal with them	3
15. I liked the teacher	3
16. I was placed in here by my counselor	3
17. It was recommended to me by my counselor	3
18. Others told me it was a good class	2
19. To broaden my education	2
20. To understand more about the human mind	1
21. I didn't know what else to take	1
22. To "use" psychology on others	1
23. To add some variety to the kinds of classes I've been taking	1

List of Additional Topics the 1,137 Illinois Students

Thought Should be Included in Their Psychology Courses

(1977-1978)

Topics	Number of Students
1. Sex	5
2. Hypnotism	3
3. The brain	3
4. Dream analysis	2
5. Transactional analysis	2
6. Parents	1
7. Schizophrenia	1
8. Relaxation Techniques	1
9. Mind control	1
10. Mental Institutions	1
11. Oral contraceptives	1
12. Behavior modification	1
13. The criminal mind	1
14. Freud's theories	1
15. Psychology research and experiments	1
16. Death	1
17. Religion	1
18. Juvenile Behavior	1
19. Practical psychology - day-to-day application of	1
20. ESP, Telepathy	1

List of Additional Instructional Aids and Methods the 1,137 Illinois Students Wanted to See Used to Teach Them Psychology (1977-1978)

Instructional Aids and Materials	Number of Students
1. A mental patient (for observation)	2
2. Biofeedback Machine	1
3. Sample tests	1
4. Home-made movies and films	1
5 Optical illusions	1
6. Study Sheets (for upcoming tests)	1
7. Case Studies	1
8. Outline of class topics and activities	1
9. Oral reports	1
10. Individual projects	1
11. Reaction paper	1
12. No textbook	

Instructional Methods/Activities	
1. Observations	3
2. Party	1
3. Experimenting on others (using principles acquired in class)	1
4. Free days	1

List of the Summary of "Additional Comments" the 1,137 Illinois Students Made in the Free Response Segment of the Questionnaire (1977-1978)

Additional Comments	Number of Students
1. I thought it was interesting	51
2. I enjoyed this class very much	29
3. I had a very good teacher	25
4. I gained a lot of personal insight from this class	19
5. We need more diversity in methods	16
6. I learned a lot	14
7. This class has helped me understand others better	14
8. Everyone should take the class	12
9. This class was very beneficial	12
10. This course was very educational	11
11. I like psychology	9
12. The textbook is too difficult	8
13. This was the most interesting I've every taken	7
14. This was a difficult class	6
15. More discussion is needed	6
16. When application of learning was demonstrated I gained more insight	6
17. This should be a year-long class	6
18. Getting away from lectures was helpful	5
19. I think psychology is an important class	4
20. We need a different textbook	4
21. More out-of-class activities are needed	4
22. This class has fostered an interest in psychology as a career	4
23. There should be a follow-up (Psychology II) offered	3
24. Our textbook is very good	3
25. Getting away from the textbook was beneficial	3
26. Learning (memorizing) facts for tests is not going to help me	3
27. This should be a required class	3

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Additional comments - page 2	Number of students
28. Materials should be covered slower	3
29. This is a good class for college prep	2
30. This subject was easy to understand	2
31. This was an easy class (in terms of grades)	2
32. This class has cleared up some misconceptions about psychology	2
33. The teacher should take more effort to explain things	2
34. More movies	1
35. More time should be devoted to adolescent psychology	1
36. I haven't learned anything new	1
37. The reading and material were too difficult	1
38. The reading and material should be adapted to slow learners	1
39. Material should be covered faster	1
40. Get away from history of psychology	1
41. More relevance is needed (for the here and now)	1
42. This class helped me in my decision about a future career	1
43. There should be a variety of psychology courses to choose from	1
44. This was not fun	1
45. Grading should be based on more than just tests	1
46. This is the only course that I really got anything out of	1
47. High school psychology should not be placed on the same level as a college psychology course	1
48. Reading should include more than just the textbook	1
49. This course gave me a good basic understanding of psychology	1
50. The teacher shouldn't grade so hard	1
51. The teacher's lectures are helpful for the tests	1
52. Outside activities (field trips, etc.) should all be voluntary	1
53. The best ways to learn are through lectures	1
54. More should have been covered on motivation	1